

Pre-Assessment Questions

Physical Activity

BAM! activities are designed to teach students about the nature of physical activity, its impact on the body and overall health in the short- and long-term, and the importance of setting personal goals for physical activity. The activities also allow students to continually evaluate the benefits of planning ahead with tasks such as keeping accurate records, and making and interpreting graphs.

You can use the pre-assessment questions below to determine from which of the activities your students might benefit the most. Try using the questions to initiate classroom discussion, create fun and simple activities, or simply guide observation of your students' work. If you find that you answer "no" to any of the questions listed, consider completing the activity with your class. Your class can complete *Active or Not, Here It Comes!* and *Planning for Physical Activity* independently. However, *How Much Is Enough?*, the lesson that ties the physical activity unit together, assumes that students have completed the other two activities.

Answering the pre-assessment questions may also help guide you as you complete the activities with your students.

Active or Not, Here it Comes!

- Do students understand the distinction between the terms "exercise," "physical activity," and "physical fitness"?
- Do students recognize that physical activity can include not only organized sports, but also personal physical fitness activities, lifetime sports, and some everyday activities?
- Can students report that they should engage in physical activity at least five days per week for a combined time of 60 minutes per day?
- Can students describe the relationships between different body systems, such as the respiratory and the circulatory systems, or the skeletal and the muscular systems?
- Do students understand the short and long-term benefits of physical activity?

Planning for Physical Activity

- Can students maintain neat and accurate records? Are students able to make and read graphs? Do students recognize how these skills can help them outside of class?
- Are students able to analyze plans and graphics for their utility and adequacy?
- Can students accurately describe the relationship between cause and effect? Do students see the link between planning for physical activity and the benefits of physical activity?
- Can students manage their time effectively?

How Much Is Enough?

- Can students report that they should engage in physical activity at least five days per week for a combined time of 60 minutes per day?
- Are students capable of setting goals that are measurable and reasonable for tasks and actions? Do they understand how to evaluate improvement from their initial or baseline performance?
- Are students able to analyze plans and graphics for their utility and adequacy?

- Can students appreciate the relationship between good health and the physical activity choices that they make?
- Are students capable of reorganizing aspects of their lives (e.g., building in and managing time to be physically active) on acquiring new knowledge about physical activity (e.g., the amount needed for good health)?
- Can students identify barriers to being active and make plans to overcome them?

Note: At the end of each activity, a more substantive assessment task is provided for quantitative evaluation of student content mastery.